**Title** : Essay: Is our water safe?

**Instructions** : Check list to evaluate persuasion essay. Select 50 of the categories to be scored. Of the 50% selected, indicate which 30% where you want comments filled out.

|  | **Consistently** | **Often** | **Seldom or Never** | **Comments** |
| --- | --- | --- | --- | --- |
| Ideas:  Student narrows the topic. |  |  |  |  |
| Student clearly states a position on a multisided topic. |  |  |  |  |
| Student states an overall reason in support of the position. |  |  |  |  |
| Student describes the action expected of readers. |  |  |  |  |
| Student persuades using appeals to reason. |  |  |  |  |
| Student uses appeals to character to persuade. |  |  |  |  |
| Student uses appeals to emotion to persuade. |  |  |  |  |
| Student uses multiple credible sources. |  |  |  |  |
| Student correctly cites multiple sources. |  |  |  |  |
| Student explains why sources are credible. |  |  |  |  |
| Student anticipates and addresses readers’ concerns. |  |  |  |  |
| Student addresses counterarguments. |  |  |  |  |
| Organization:  Student states a point of view in the introduction. |  |  |  |  |
| Student engages readers in the introduction. |  |  |  |  |
| Student presents evidence in a convincing order. |  |  |  |  |
| Student uses transitions. |  |  |  |  |
| Student paces writing effectively. |  |  |  |  |
| Student paragraphs effectively. |  |  |  |  |
| Student concludes writing in a memorable way. |  |  |  |  |
| Student emphasizes the point of view in conclusion. |  |  |  |  |
| Student urges an expected action in the conclusion. |  |  |  |  |
| Voice:  Student conveys sincere commitment to point of view. |  |  |  |  |
| Student explains why readers should take the author seriously. |  |  |  |  |
| Student uses an appropriate tone. |  |  |  |  |
| Student includes appropriate personal experiences to support point of view. |  |  |  |  |
| Sentence Fluency:  Student varies the sentence lengths. |  |  |  |  |
| Student varies sentences. |  |  |  |  |
| Student varies sentence beginnings. |  |  |  |  |
| Student writes rhythmically and naturally. |  |  |  |  |
| Student uses sentence fragments to enhance meaning. |  |  |  |  |
| Word Choice:  Student uses precise and accurate language. |  |  |  |  |
| Student uses powerful and interesting language. |  |  |  |  |
| Student uses technical terms sparingly. |  |  |  |  |
| Student defines necessary technical terms in easy-to-understand language. |  |  |  |  |
| Conventions:  Student spells correctly. |  |  |  |  |
| Student capitalizes correctly. |  |  |  |  |
| Student punctuates correctly. |  |  |  |  |
| Student uses Standard English. |  |  |  |  |